Mineola Independent School District

District Improvement Plan

2019-2020 Goals/Performance Objectives/Strategies

Mission Statement

Mineola Independent School District, in partnership with the community, is dedicated to developing lifelong learners and leaders prepared to contribute to a diverse and dynamic world.

Vision

Mineola ISD: Committed to Your Children, Their Future, Our Legacy

Value Statement

CORE VALUES:

Respect, Empathy, Resilience, Integrity, Ambition

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Goals

Goal 1: Provide an exemplary instructional program for all students that promotes successful post secondary college and career readiness while eliminating the opportunity gap. (Educational Excellence)
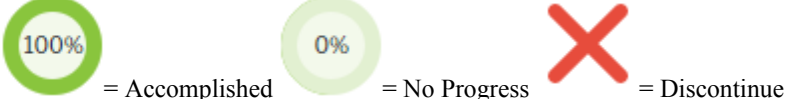
Performance Objective 1: The percentage of students in grades K-8 who are on or above grade level in reading and math will increase by 3% in 2020 towards 10% increase by 2020, using multiple measures such as MAP, STAAR, running records.

> **Evaluation Data Source(s) 1:** Grade level tracking of STAAR and MAP scores, running records, benchmark assessments

> **Summative Evaluation 1:**

> **Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Provide professional development activities with a focus on STAAR Reading, Math, Writing, Social Studies, and Science, with an emphasis on ESL and Special Ed strategies	2.5, 2.6	Campus Principals Director of Curriculum	* By end of 2nd grade, 70% of students will be on grade level in 2019-2020. * The percentage of students in grades 3-8 at "Meets" level performance on STAAR will be 50% in 2019-2020. * The percentage of students in grades 2-8 in reading and math will show 10% increase at "meets" level as measured by MAP end of year achievement in 2019-20.			
Funding Sources: 199.... Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) Implement K-8 literacy plan focused on reading and writing		Campus Principals Director of Curriculum	* By end of 2nd grade, 70% of students will be on grade level in 2019-2020. * The percentage of students in grades 3-8 at "Meets" level performance on STAAR will be 50% in 2019-2020. * The number of Eng.I and Eng. II students performing at "Meets" level performance on STAAR will be 61% in 2019-20. * The percentage of students in grades 2-8 in reading will show 10% increase at "meets" level as measured by MAP end of year achievement in 2019-20. * The number of students performing at "Meets" level on STAAR will increase to 28% for 8th grade Social Studies			
Funding Sources: 199.... Local - 0.00						
Comprehensive Support Strategy 3) Implement comprehensive Math Plan to target grades K-8	2.4, 2.5	Campus Principals Director of Curriculum	* The percentage of students in grades 3-8 at "Meets" level performance on STAAR will be 50% in 2019-20. * The percentage of students in grades 2-8 will show 10% increase at "meets" level as measured by MAP end of year achievement in 2019-20.			
Funding Sources: MIZ Grant - 17589.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Develop K-12 writing plan through vertical alignment process	2.4, 2.6	Teachers Campus Principals Director of Curriculum	100% of teachers in core subject areas will implement writing program with research based strategies using the district developed requirements and show evidence across all grade levels, all core content areas.			
Funding Sources: 199.... Local - 0.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Enhance ESL support and align processes district wide	2.6	Teachers Campus Principals and APs Director of Curriculum	* The number of ESL performing at "Meets" level performance on STAAR will be 29% in reading and 40% in math for 2019-20. * The percentage of students who advance at least one level in TELPAS composite scores will be 41% in 2019.20.			
Funding Sources: Bilingual/ESL - 0.00						

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 1: Provide an exemplary instructional program for all students that promotes successful post secondary college and career readiness while eliminating the opportunity gap. (Educational Excellence)

Performance Objective 2: Create an aligned instructional program focused on acceleration and intervention

   Evaluation Data Source(s) 2: The number of students meeting the standard on MAP and benchmark assessments

   Summative Evaluation 2:

   Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools 1) Ensure adopted ELAR instructional materials are used to support strategies consistently across grades to increase literacy achievement.	2.4, 2.5	Director of Curriculum Campus Principals/APs	Teachers' increased and continuous use of instructional materials (a component of a research based and TEKS aligned curriculum) as needed. Teachers will efficiently and systematically plan for instruction .			
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 2) Implement PLC Team meetings to focus on data disaggregation and content specific data to track individual and group student progress, plan for interventions, and focus on growth.	2.6	Campus Principals, APs, and key players of instructional leadership teams.	*Minutes and agendas from PLC meetings will be distributed to campus principals. *Data trackers will include student specific progress and mastery of skills and concepts. *Interventions both in school and after school will target specific needs irregardless of level of learning			
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) Provide At risk students in Middle School and High School supplemental reading and math programs FTE 6	2.6	Campus Principals	Number of students in supplemental reading and math classes meet standard on STAAR			
	Funding Sources: Title 1 - 240782.00					
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 4) Provide Summer school for eligible students	2.6	Campus Principals	Attendance in programs Promotion of students			
	Funding Sources: 199.... Local - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
5) Provide ECO, extended day and Saturday school for high school students at risk of failure	2.6	Campus Principals	Increase in students receiving course credit and attendance			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 6) Expand AVID opportunities at Middle School and High School through additional sections, and training for staff	2.4, 2.6	Campus Principals Director of Curriculum	Participation in AVID classes and summer institute. Students passing core classes each nine weeks.			
	Funding Sources: 199.... Local - 9000.00					
TEA Priorities Improve low-performing schools 7) Provide Head Start and full day PreK services for students at risk FTE 8.0	2.4, 2.6	Campus Principals	Student success each nine weeks in Head Start			
	Funding Sources: 199.... Local - 0.00					
8) Provide home bound services for students in need	2.6	Campus Principals	Number of students being served by home bound teacher and credits acquired			
9) Provide appropriate services to address needs of homeless students	2.6	Campus Principals Director of Special Programs	Number of students served			
10) Provide credit recovery and acceleration for students at risk of dropping out FTE 2.37	2.6	Campus Principals	Number of students receiving credits			
	Funding Sources: Title 1 - 129061.00					
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 11) Determine program to best implement required Science of Teaching Reading for K-3 Teachers and Principals.	2.4, 2.5, 2.6	Director of Curriculum Campus Principals	All teachers and principals trained in the Science of Teaching Reading by 2021.			
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 12) Refine RTI for academic performance of struggling students and expand to include RTI behavior	2.4, 2.6	Campus Principals and APs Director of Curriculum Director of Special Ed.	* Reduction in referrals of African- Americans to Special Ed. * Reduction in office referrals * Increase in academic performance of RTI students			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 13) Provide support for ELL and Special Education learners through targeted intervention and monitoring	2.6	Teachers Campus Principals Director of Curriculum	Increased level of performance on STAAR and TELPAS			
Funding Sources: 199.... Local - 50000.00						
TEA Priorities Connect high school to career and college 14) Utilize campus incentives to encourage attendance	2.6	Campus Principals	Increased attendance rate			

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Goal 1: Provide an exemplary instructional program for all students that promotes successful post secondary college and career readiness while eliminating the opportunity gap. (Educational Excellence)

Performance Objective 3: The percentage of graduates who have earned any one of the following: "college qualifying" score on the TSI, SAT, ACT, or military ASVAB exams, or received an industry certification will increase by 3% in 2019 towards a 10% increase by 2020.

    Evaluation Data Source(s) 3: Score tracking by exam using minimum cut scores as indicated by each testing criteria; tracking industry certification through offered CTE courses.

    Summative Evaluation 3:

    Targeted or ESF High Priority

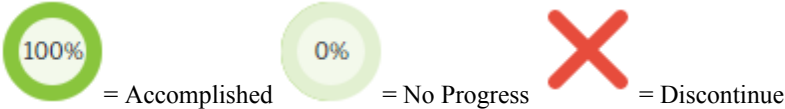| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Mar**	**May**
1) Provide opportunities for all (100%) of juniors and 1/2 (50%) seniors to take the ACT/SAT test.		High School Counselors	100% of juniors and 50% of seniors will be taking the ACT/SAT test.			
Funding Sources: 199.... Local - 0.00						
2) Ensure process for coding, staffing, and scheduling of CTE pathways		High School Principal Director of Special Programs High School Counselors PEIMS Coordinator	Staffing and scheduling assignments PEIMS coding			
3) Provide individual counseling with grades 8-12 on college and career opportunities including opportunities to research higher education admissions and Texas grant programs		Middle School and High School Counselors	Personal Graduation Plans			
4) Provide parent nights to review graduation requirements and FAFSA		High School Principal High School Counselors	Number of students and parents attending			
5) Expand offerings for dual credit courses and provide support for students in funding and scheduling		High School Principal High School Counselors	Number of students taking and successfully passing dual credit courses			
Funding Sources: 199.... Local - 30000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
6) Monitor student progress in obtaining College and Career, Military Readiness (CCMR) status with multiple indicators		High School Principal High School Counselors	The number of students earning at least one of the follow CCMR criteria will increase from 40% to 75% by 2021. Met TSI in both Reading and Math Earned dual credit (3 hrs. English. or Math or 9 hrs in any subject) Industry-based certifications Completed IEP and Workforce Ready (code 04, 05, 54, 55) US Armed Forces CTE Coherent Sequence Coursework aligned to industry based standards			

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Goal 1: Provide an exemplary instructional program for all students that promotes successful post secondary college and career readiness while eliminating the opportunity gap. (Educational Excellence)

Performance Objective 4: The percentage of students graduating will increase to 95% by 2021 for each subgroup (African American, Hispanic, White, Econ. Dis., ELL, and Special Ed.)

Evaluation Data Source(s) 4: 4 yr and 5 yr graduations rates

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Continue to audit the 9th cohort list for current seniors to determine interventions		High School Principal High School Counselors	Increase Graduation rate			
2) Create a list of monitor students behind in credit or at-risk of not graduating Continue audit of the 9th cohort list for current seniors to determine interventions Create a list of monitor students behind in credit or at-risk of not graduating Share list with staff to encourage and build relationships with students Establish checkpoint dates each 9 weeks		High School Principal High School Counselors	Improve Graduation rates			
3) Create a plan to get students behind in graduating with their cohort back on track. Individualized intervention plans created for each student Meeting each 9 weeks by team to track progress and plan intervention		High School Principal High School Counselors	Improve graduation rate			

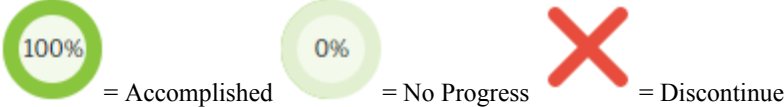100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 2: Prepare our students for the challenges of the 21st century with unique learning opportunities that utilize technology, engaging instructional practice, and quality co-curricular and extra-curricular programs. (Innovation and Technology)

Performance Objective 1: Create a comprehensive technology plan with vertical alignment and ongoing professional development

Evaluation Data Source(s) 1: Evidence of technology instruction documented in lesson plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Continue Edgenuity credit recovery and acceleration software for students at risk of dropping out of school		Campus Principal Director of Curriculum	Credits acquired by students at			
Comprehensive Support Strategy 2) Provide professional development for special programs: G/T, Dyslexia, ESL, Special Ed, and Title 1		Director of Curriculum Director of Special Ed	Number of PD trainings attended			
3) Provide integration of technology in the classroom through partnership with digital media specialists and through the partnership with Region 7		Director of Special Programs Campus Principals Media Technology Specialists	Walk through documentation showing technology integration			
4) Provide for specific attendance at TCEA conference for new technology resources with expectation to training other staff		Technology Staff Media Technology Specialists	Professional development sessions provided to each campus			
	Funding Sources: 199.... Local - 4500.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
5) Support Personalized Learning expansion with pilot teachers though professional development and resources including MIZ grant from TEA		Campus Principals and APs K-12 Personalized Learning Coach Director of Special Programs Director of Curriculum Superintendent	* Coaching logs with pilot teachers * Student engagement in classrooms through observations			
Funding Sources: MIZ Grant - 88000.00						
6) Expand the robotics competition at all campuses		Campus Principals Director of Special Programs	Number of students participating in robotics competitions			
7) Provide resources and support for technology integration including infrastructure, hardware and software		Technology Staff	Implementation of technology resources			
Funding Sources: 199.... Local - 145353.00, MIZ Grant - 40000.00						

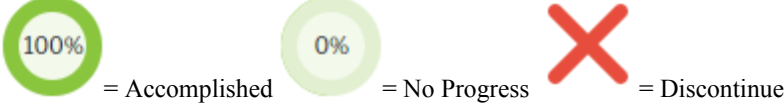|		
100% = Accomplished	0% = No Progress	✗ = Discontinue

Goal 2: Prepare our students for the challenges of the 21st century with unique learning opportunities that utilize technology, engaging instructional practice, and quality co-curricular and extra-curricular programs. (Innovation and Technology)

Performance Objective 2: Develop student leadership, social, and emotional skills.

Evaluation Data Source(s) 2: Evidence of student leadership opportunities and social and emotional skill lessons

Summative Evaluation 2:
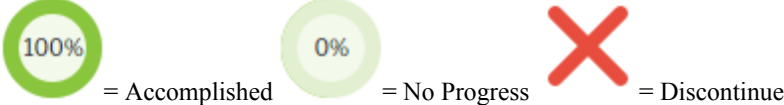
Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Develop and implement Social and Emotional Learning (SEL) lessons on each campus		Campus Principals and APs Campus Counselors Director of Special Programs	Number of SEL lessons in classroom			
		100% = Accomplished	0% = No Progress	❌ = Discontinue		

Goal 2: Prepare our students for the challenges of the 21st century with unique learning opportunities that utilize technology, engaging instructional practice, and quality co-curricular and extra-curricular programs. (Innovation and Technology)

Performance Objective 3: Provide opportunities for students to experience enrichment and extra-curricular programs

    Evaluation Data Source(s) 3: Enrollment and participation in extra-curriculum programs

    Summative Evaluation 3:

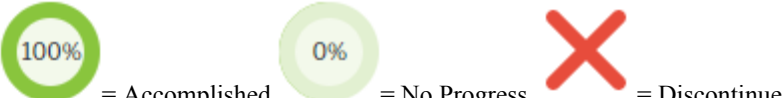| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Increase opportunities for students to engage in fine arts and athletic programs along with student clubs		Campus Principals / APs Director of Fine Arts Director of Athletics	Numbers of students participating			
2) Increase academic UIL and academic related clubs and programs		Campus Principals / APx	Numbers of students participating			
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

Goal 3: Provide a safe and secure learning environment with state of the art facilities and resources. (Safety)

Performance Objective 1: Develop a comprehensive strategic plan, including short and long range facility goals, with involvement of staff and community stakeholders.

Evaluation Data Source(s) 1: Partnerships established with community members

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Continue planning process with community, staff, parents, and students in creating MISD Dashboard and Portrait of a graduate		Superintendent	Number of parents and community members participating			
2) Support implementation of the District of Innovation strategies and Personalized Learning focus		Superintendent Director of Curriculum Campus Principals	Staff surveys			
3) Expand communications through social media, call-outs, and publications		Superintendent Campus Principals	Number of parents participating			
Funding Sources: 199.... Local - 7300.00						
4) Create and administer School and District Climate Surveys to students, staff, parents, and community, and Staff Satisfaction Surveys to guide continuous improvement process		Campus Principals Superintendent	Survey results			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 3: Provide a safe and secure learning environment with state of the art facilities and resources. (Safety)
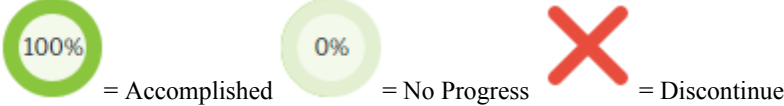
Performance Objective 2: Meet the safety and security needs of students

    Evaluation Data Source(s) 2: Safety compliance reports from safety audits
Decrease in discipline referrals

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Provide alternate setting in AEP or SAC for students who violate the Student Code of Conduct. FTE 2.0		Campus Principals	Number of students with discipline referrals will decrease			
Funding Sources: State Comp - 74115.00						
2) Provide training on bullying, dating violence, early mental health, suicide prevention, substance abuse, sexual harassment, and conflict resolution.		Campus Principals Campus Counselors	Decrease in incidents			
Funding Sources: Title IV - 3000.00						
3) Implement character ed program and Positive Behavior Intervention Support (PBIS) each nine weeks based on core values		Campus Principals Campus Counselors	Decrease in discipline referrals Log/Schedule of lessons			
4) Provide CPR, Trauma, and first aid training for UIL staff, safety team members, coaches and teachers as appropriate		Campus Principals Director of Special Programs	Number of staff trained			
5) Provide transitional activities for students and parents who are advancing to the next campus		Campus Principals	Meeting logs and parent night participation			
6) Ensure that the Emergency Management Plan is reviewed, edited, implemented annually at each campus		Campus Principals Superintendent Director of Special Programs Police Chief	* Review presentation at each campus * Students trained each year * New staff trained each year			
7) Provide pregnancy related services		Campus Principals Campus Counselors	Number of students served			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
8) Provide Safety and security training, including ALICE each year on each campus		Campus Principals and APs Director of Special Program Police Chief Dean of Students	Number of staff trained			
9) Implement Safety Crisis Plan for student death, suicide, and other district crisis protocol for mental health. Review procedures for reporting sexual abuse and other maltreatment of children		Campus Principals Campus Counselors	Number of staff trained			
10) Create and utilize district and campus safety teams to provide training and oversight in safety and security procedures and needs		Campus safety teams Campus Principals and APs Director of Special Programs Police Chief Superintendent	Number of staff trainings Number of campus drills Increased safety and security measures The number of students and staff that feel safe on campus (survey)			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 4: Recruit, develop, and retain excellent employees who are part of the Mineola community and who are focused on quality service to our students and their families. (Highly Qualified Staff)
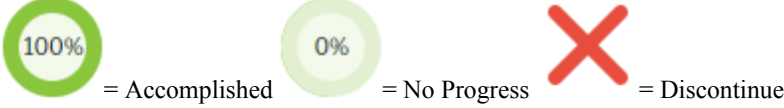
Performance Objective 1: Provide opportunities for staff to receive on-going, targeted professional development utilizing best practices and providing feedback for continued growth

Evaluation Data Source(s) 1: Number of teachers participating in professional development
Growth on T-TESS evaluations

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) Provide training in the area of Literacy for ELL students	2.5, 2.6	Campus Principals Director of Curriculum	Growth on benchmark assessments			
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide staff development support for student achievement through support from math consultant for grades K-5	2.5	Director of Curriculum	Walk throughs documenting increased strategies in reading and math interventions			
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Support a comprehensive K-5 Literacy professional development plan with K-5 Literacy Coach and Consultant.	2.5, 2.6	Director of Curriculum Campus principals	Increased literacy skills			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
4) Utilize T-TESS evaluation system for personalized goal setting and continuous growth.		Campus Principals Director of Curriculum	Teacher professional growth			
5) Provide opportunities for coaching from K-12 Personalized Learning Coach for teachers in pilot program FTE 1		K-12 Personalized Learning Coach Campus Principals Director of Curriculum	Coaching log and review of PL implementation			
	Funding Sources: MIZ Grant - 50000.00					

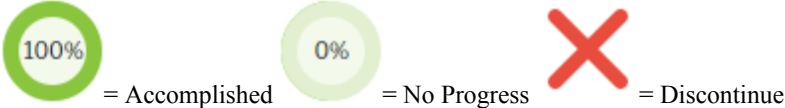100% = Accomplished   0% = No Progress   ✕ = Discontinue

Goal 4: Recruit, develop, and retain excellent employees who are part of the Mineola community and who are focused on quality service to our students and their families. (Highly Qualified Staff)

Performance Objective 2: Provide processes and procedures to recruit and retain quality staff to meet the needs of students

Evaluation Data Source(s) 2: Certifications, job fairs, and satisfaction survey data

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Conduct annual review of teacher certification, service records, and paraprofessional training to ensure all staff meet highly qualified standards		Director of Curriculum	100% of staff meets definition of HQ			
2) Support for teacher certification in ESL such as test fees and certification fees to meet Highly Qualified in ESL		Director of Curriculum	Increase in the number of staff meeting HQ in ESL certification to 100% of core content by 2020-21.			
3) Recruit and retain highly qualified staff through the use of job fairs, job postings, partnerships with ESC 7 and local universities		Director of Curriculum	Newly hired staff is highly qualified			
4) Conduct exit interviews with staff leaving the district to ask what worked well and provide input on challenges and possible changes		Superintendent	Exit interview notes			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 4: Recruit, develop, and retain excellent employees who are part of the Mineola community and who are focused on quality service to our students and their families. (Highly Qualified Staff)

Performance Objective 3: Develop campus instructional leaders with clear roles and responsibilities

    Evaluation Data Source(s) 3: Instructional leadership team roster. Meeting notes. Master PLC calendar with targeted opportunities

    Summative Evaluation 3:

    Targeted or ESF High Priority

Goal 5: Increase partnerships and engagement with staff, parents, students and patrons of Mineola ISD. (Communications and Community Involvement)

Performance Objective 1: Build trust and confidence through transparency and honest communication with regularly scheduled meetings with staff, parents, and community stakeholders

Evaluation Data Source(s) 1: Increased number of parents and community members in attendance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Provide targeted training opportunities for parents each nine weeks to strengthen the partnership between school and home in reading, math and science		Campus principals	Number of parents attending training			
2) Provide parent conferences to review report cards, STAAR data, EOC, MAP Data, iStation Reading, and TELPAS data in Fall and Spring		Campus Principals	Number of parents attending parent conferences			
3) Offer Latino Family Literacy program for elementary school families		Director of Curriculum Trained teachers	Number of families attending will increase			
4) Provide parent night to review graduation requirements and FAFSA		High School Principal High School Counselors	Number of parents attending			
5) Schedule Focus Group or Town Hall Meetings throughout the year		Superintendent	Number of parents and community members attending			
6) Utilize the School Health Advisory Committee (SHAC) to make recommendations related to health and the health education, and MISD Wellness Policy		Director of Special Programs	Number of parents attending			
7) Inform parents of various educational plans at the annual Title 1 meeting, and parent input will be solicited for the application		Director of Special Programs	Completion of the application			
8) Maintain parent involvement plans for campuses and district, developed with the input of parents, teachers, and administrators		Campus Principals Director of Special Programs	Availability of parent involvement plans			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Mar**	**May**
		100% = Accomplished	0% = No Progress	✕ = Discontinue		

Goal 5: Increase partnerships and engagement with staff, parents, students and patrons of Mineola ISD. (Communications and Community Involvement)

Performance Objective 2: Increase opportunities and partnerships within the community

    Evaluation Data Source(s) 2: Number of internships, partnerships, and program participants

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Provide opportunities for students to participate in internships, leadership roles, and volunteer hours in the community		Campus Principals Campus Counselors Director of Special Programs	*Number of internships and community partners *Number of volunteer hours by community members			
2) Provide opportunities for community members to partner with the district including Literacy Partners, campus volunteers, and other programs		Campus Principals Superintendent	* Number of community members participating in programs * Number of volunteer hours by community members			
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 6: Operate in an efficient and effective manner to be good stewards of available resources. (Fiscal and Operational Management)

Performance Objective 1: Evaluate district processes and create procedural guidelines for efficiency, budget alignment and resource allocation

> **Evaluation Data Source(s) 1:** Budget process includes all stakeholders

> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Campus and district site base teams will meet to determine budgets at the campus and district level		Assistant Superintendent of Finance, Campus Principals	Approval of budgeted items			
2) MISD School Board monitors the budget each month		Superintendent, Assistant Superintendent of Finance	Monthly reports			
3) Create digital notebook to document processes for application, hiring, and evaluating staff in human resources, and procedures for financial practice		Superintendent, Assistant Superintendent of Finance	Guidelines in shared drive			
4) Continue implementation of new Finance system software		Assistant Superintendent of Finance	Requisitions on line			
100% = Accomplished 0% = No Progress ✗ = Discontinue						